

# Implementation of Recruitment and Selection Model for Catholic Religious Teacher Candidates Based On the Code of Canon Law 1983

Donatus Wea S. Turu<sup>1\*</sup>, Y.L. Sukestiyarno<sup>2</sup>

<sup>1</sup>Catholic Religious Institute of Santo Yakobus Merauke, Papua – Indonesia

<sup>2</sup>State University of Semarang, Semarang- Indonesia

Corresponding Author: Donatus Wea S. Turu

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**Abstract** The objective of this research is to describe the recruitment and selection model of Catholic Religious Education teachers applied so far in Merauke Regency, with some consequences. The approach used in this research is qualitative approach with descriptive method which is a set of research procedure which obtains data descriptively both oral and written from source or people's behavior that can be observed. With existing data, which is then analyzed deeper, it is expected to obtain accurate information regarding the implementation of recruitment and selection pattern of Catholic Religious Education teacher candidate so far with some consequences. Afterwards, based on existing information, it can determine ideal recruitment and selection model of Catholic Religious Education teachers so that schools can recruit qualified Catholic Religious Education teachers. The result of this research is that so far the recruitment and selection of Catholic Religious Education teacher candidate do not follow the prevailing standard of procedure, which one of its consequences is there is still some Catholic Religious Education teachers in schools with inadequate competency. In order that this problem can be solved, special model of recruitment and selection, which become the specialty of Catholic Church, which is based on the Code of Canon Law 1983. By implementing this model, only qualified Catholic Religious Education teacher candidates that will be placed in schools and that will give effects on faith and moral education of students.

**Keywords:** Catholic Religious Education Teacher, Quality, Recruitment and Selection, the Code of Canon Law 1983

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## I. Introduction

The presence of teachers with adequate competency as set in Law of the Republic of Indonesia Number 14 of 2005 regarding teacher and lecturer (competency of pedagogy, personality, social, and professionalism) that become the expectation of school, parents, government, and society. It is very reasonable because the presence of teacher that has adequate competency become meaningful contribution for the cognitive competency of students, the learning achievement of students, the character formation of students, and some other positive effects. For Catholic Religious Education teachers, the four competencies are considered not enough yet: the Catholic Religious Education teachers must also have spiritual competency which cover and master other four competencies (the Code of Canon Law 1983, Canon 804 and 805). It is caused by Catholic Religious Education teachers play vital role in forming behavior and character of students as religious humans and believe in God. Besides, the right of students to obtain enough religion education from education teachers, as stipulated in Laws of the Republic of Indonesia Number 20 of 2003, regarding National Education System, Article 12, subsection 1.a: "Every student in every education unit deserves to get religion education as in line with the religion he believes in and taught by same religion teachers". If Catholic Religious Education teachers do not have demanded competency, it will be very affecting the knowledge of students on Catholic they believe in, both quantity and quality and the character forming as well as the total comprehension of religious values.

The presence of Catholic Religious Education teachers that fulfill competency standard in a school is influenced by some factors. One of the important factors is the pattern of recruitment and selection. The party which plays vital role, responsible, and has authority in issuing a policy regarding recruitment and selection process of Catholic Religious Education teachers is the school implementer (headmaster of school or educational foundation for private school - Catholic Religious Education teachers with non-Civil Servant status and government for Catholic Religious Education teachers with Civil Servant Status).

The question is "has this pattern of recruitment and selection of Catholic Religious Education teacher candidate so far been effective? If the recruitment pattern is not effective, which patterns that become the cause?"

If the pattern of recruitment and selection has been effective, why is it still many Catholic Religious Education teachers that are not qualified yet? If it is the fact, what kind of pattern of recruitment and selection that can guarantee and as the control tool obtained by qualified Catholic Religious Education teachers that will bring significant contribution towards the formation of human resources ahead in line with the Catholic faith that they believe in?

The reality happening in the field now is there are still many Catholic Religious Education teachers that do not have adequate competency in teaching Catholic Religious Education to students. In its relation to pedagogical competency and professional, for instance, observation in one of schools (dated February 12, 2019), when the teacher of Catholic Religious Education was teaching, the students did not give serious attention (many of them were playing while making joke with friends; some of them were drawing; some of them were busy with their own activities; or even some of them were sleeping). To avoid the condition, the students are asked to make a note and Catholic Religious Education teachers do not explain to them what is noted. In the dialogue with one of student's parents (R21, February 12, 2019), a complaint is exposed that the students' knowledge regarding Catholic Religious Education is very minimum. As the solution, the parents must seek for special teacher of course for Catholic Religious Education.

In the relation with the social and personality competency, especially shown in life witness (for students and for society), some Catholic Religious Education teachers are failed of being good examples in terms of faith and moral. It is seen in some problems like not discipline, not committed in accomplishing the tasks, not involved in social life where they are placed, failed of giving witness as Catholic Religious Education teachers and good figures, involved in moral issue and not being given adequate action by school implementer (as the authorized party) and Church authority. It is also same as the spiritual competency; it cannot be shown by some Catholic Religious Education teachers optimally (interview with a parish Catholic priest, R25, in January 26, 2019).

The existing problems actually can be minimized or will not happen if the pattern of recruitment and selection of Catholic Religious Education teachers is implemented well. Therefore, in this research, the researcher focuses on two aspects that become research problems which are the pattern implementation of recruitment and selection of Catholic Religious Education teachers so far and how the ideal model in recruiting and selecting Catholic Religious Education teacher candidate so that it obtains qualified Catholic Religious Education teachers are.

## **II. Literary Review**

### **2.1 Recruitment and Selection**

There are many experts that have given description about recruitment and selection. Simamora (2004) describes that recruitment is a set of activity of searching and attracting job seekers with motivation, competency, and knowledge needed in order to close the weaknesses identified in staff planning. Tanova & Nadiri (2005) explains recruitment as a process of searching, finding, and attracting job seekers to be hired in and by an organization. An effective recruitment will provide working opportunities and attention from competent people and their competency fulfills company's demand and working specification. The meaning of recruitment is to obtain the stock of job seekers as many as possible so that the company has bigger opportunities in doing selection for the employee candidate considered fulfilling qualification standard as in line with the company's demand. Mondy (2008) mention that: "*Human resource planning (HRP) is the process of systematically reviewing human resource requirements to ensure that the required numbers of employees, with the required skills are available when they are needed*".

The recruitment process starts from searching job seekers until application letter proposed by the job seekers. Thus, recruitment is as one of activities of human resources management which cannot be separated from other activities like description and working specification or position as the result of working analysis or a position which provides a description about the fundamental tasks that must be done. The recruitment process is the process of searching, finding, asking, and determining a number of people from inside or outside of the company as employee candidates with certain characteristics as have been set in human resources planning. The result obtained from recruitment process is a number of employees that will encounter selection process which is the process to determine which candidate that really deserves to fill the position available in the company after doing human resources planning, analysis, and working classification. Recruitment is a process of two-way communication. The job seekers demand accurate information regarding company or related organization. In contrast, the company or the organization really expects accurate information as well regarding the job seekers to be taken as staffs.

The main purpose of recruitment process is to obtain right people for certain positions, so that the people are able to work optimally and are able to survive in the company for longer time. Although the purpose sounds very simple, the recruitment process in fact is really complex, spending much time and high cost and the openness of chance to make a mistake in determining right people. The mistake in selecting right people has

significant impact for the company or organization. It is not only because the recruitment process itself has taken much time, cost and energy, but also because it recruits wrong people for a position will affect efficiency, productivity, and it can harm the related staff working moral, the people around, and the organization itself which has hired them.

Recruitment does not become an independent phase but it is related tightly to the next phase which is selection. Generally, it can be stated that selection process is a phase in networking employees which is the continuation of recruitment phase, to determine which candidate that will be accepted. The process starts when the candidate submits job application and ends with acceptance decision. The selection process is the decision making whether the candidate is accepted or not. According to Simamora (2004), selection is a process of choosing from a number of applicants that are most fulfilling to the position available in the company. Nawawi, (2008) states that selection aims to minimize the list of applicants and obtain the most qualified people for the sake of achieving the expected result by organization. During the process, the practitioner of Human Resources attempts to predict and makes a mapping to get the most successful and the best applicants, and in accordance with the job they will handle and organizational culture. Besides, according to Mangkunegara (2008) selection is the final phase of recruitment process which is when the decision is made to determine which will be chosen for certain position vacant in the company.

Mainly, selection is the continuation and the final phase of recruitment before a staff candidate is placed according to the vacancy in the organization. After obtaining employees expected through recruitment, the next phase is by selecting the employees. The aim of selection is to choose a number of employees expected from a number of employees available. The other purpose of the selection done is to avoid the lack and to provide fairness for all parties. From the explanation above, it can be concluded that selection is a process of choosing the employee candidate as in line with the requirement or standard that has been set by the organization.

Recruitment and selection of teachers follow pattern or general model applied in company with standard phases as set in Human Resources Management. According to Malayu (2007), in doing recruitment process of employees, it must follow the policy of “*recruit the best*” and “*equal opportunity*” with types in form of *selection criteria*, *sourcing* and *placement*. If this pattern is applied for Catholic Religious Education teacher candidates, then it will obtain the best Catholic Religious Education teachers. However, it must be understood that Catholic Church, besides following the existing standard models, it also follows its own criteria in doing recruitment and selection towards the Catholic Religious Education teacher candidates, as set in the Code of Canon Law 1983.

There are many models of recruitment and selection of new staffs to be hired by an organization proposed by Human Resources Management. The variety of models commonly has same recruitment and selection phases which are preparation, implementation, and evaluation. Mostly the recruitment model applied in the business world is taken from the model of Dubois and Rothwell (2004). According to Dubois and Rothwell, recruitment of new staffs in an organization must pass four main phases namely the first step: making sure the position that must be filled through recruiting; the second phase: review and renew the job description and specification for the position; the third phase: identifying the possibility of applicant source that is most effective in order to attract the application that meets the requirements; and the four phase: choosing the most effective communication way in order to attract the applicant that meets the requirement (Cooper & Alvarado, 2006). After these four recruitment phase are passed, then selection is conducted. In other words, recruitment and selection for new staffs in a company generally follow the process as expressed by Dubois and Rothwell with some modifications, which are a) identifying the position available and how many staffs needed, b) seeking for information of position through position analysis, c) determining the right candidate source, d) choosing the best recruitment methods and e) selection and placement.

Generally, model of recruitment and selection of new teachers (any fields) pass four phases which are the first phase: the preparation of recruitment and selection of new teachers; the second phase: the distribution of announcement regarding the needs for new teachers; the third phase: the application acceptance; and the last phase: the selection of applicants. This model of recruitment and selection (even if it sounds very classical), if followed and applied well, it will get new teachers that meet the competency standard in line with the demand and the expectation of educational foundation. Moreover, the presence of new teachers which have passed the selection phase will bring effect on the quality of students and educational foundation where they work in.

## **2.2 The Code of Canon Law 1983**

The Code of Canon Law 1983, in the third code regarding the task of Church to teach, especially Canon 804 and Canon 805 which emphasize that “the Church is responsible for teaching and educating Catholic given in any schools or conducted in some social communication ways; conference of the priests is in charge of issuing general norms in the activity, and the priests are asked to manage and control it. It is better that area ordinary pays attention on those who are taken as religion teachers in schools, also in non-Catholic schools, are

the best people with the right preaching, in the life witness of Christianity and also become the experts in education. Area ordinary deserves to take or agree the religion teachers for their bishopric, also same as fire or demand their resignation for the reason or religion or moral demands them”.

The emphasis of two Canons above becomes the base for the involvement of the highest leader of local Church(bishop) in recruiting Catholic Religious Education teacher candidates. Their involvement is even continued after the Catholic Religious Education teachers are placed in schools which is by running control function, evaluation, and guiding. The participation of the leader of this Catholic Church is a must and become one of the responsibility manifestations on moral and faith education that must be informed to the followers which are the students at schools. The preaching of moral and faith given to the students at schools by Catholic Religious Education teachers must be placed in preaching truth corridor that is based on holy book and Church magisterium. Furthermore, the principles that must be owned by every Catholic Religious Education teacher candidates become the demand to be fulfilled by every Catholic Religious Education teacher candidates. In other words, the presence and the involvement of Catholic Religious Education teacher candidates at schools are actually running the responsibilities given by Church in terms of teaching the blessing. The consequence is not all people can be accepted and asked to teach as Catholic Religious Education teachers although academically the people meet the requirements (the graduate of high school for Catholic Religious Education is pastoral institute and philosophy institute and Catholic theology).

The involvement of the highest leader of local Church which is so far is less realized demanding for any model to be the guide and to be the specialty in the recruitment management of Catholic Religious Education teacher candidates based on the Code of Canon Law 1983, which is different from recruitment management model for other subjects. There are four components that will involve directly in the model of recruitment management of Catholic Religious Education teacher candidates namely school, foundation (for Catholic private schools), Church authority, and applicants (Catholic Religious Education teacher candidates). The highest authority of local Church which becomes the new component (because so far it sounds not involving actively and responsible) more on running the function of teaching and educating properness guarantee as well as controlling in keeping truth and quality of faith and moral delivered by Catholic Religious Education teacher candidates to the students at schools.

### **III. RESEARCH METHODOLOGY**

This present research uses qualitative approach. According to Moleong (2011) qualitative research is the research focusing on comprehension on the phenomena experienced by research subject like behavior, perception, motivation, action, and others holistically and described in form of words or sentence. Perreault and Silverman (2016) define qualitative research as a research type which attempts to dig information deeper and openly on any response.

This research uses descriptive qualitative method. Moleong (2011) states that descriptive qualitative research is a set of research procedures that obtains data descriptively, both oral and written from observable source or people behavior. Then, regarding to object of descriptive qualitative research, Bowen (2009) states that in this research, the researcher makes a portrayal of situation in society, prevailing order in society and particular situations, relationship, activities, and ongoing processes and the effect from a phenomenon. All phenomena existing is observed by the researcher deeply. Moreover, Arikunto & Yuliana (2003) state that descriptive qualitative research is a method that describes the existing phenomena and the explanation of factor regarding to the hampering and supporting factor.

The subject of this research is the Catholic Religious Education teachers, headmasters, foundation management, and Church authority, in Merauke Regency, Papua, in which all is 20 people. The data collection techniques used are observation, interview, and documentation. The data that have been collected must be checked for its authenticity. In this research, the researcher uses triangulation to check data authenticity. The data that have been collected are analyzed by the researcher by using analysis technique of qualitative data by Miles and Huberman model, which cover three phases: data reduction, data display, and verification.

### **IV. Research Result And Discussion**

#### **4.1 Recruitment and Selection Model of Catholic Religious Education Teacher Candidate Applied So Far**

The researcher uses process of recruitment and selection of new staffs as expressed by Dubois and Rothwell (2004) with some modifications as the framework to analyze how the implementation of recruitment and selection of Catholic Religious Education teacher candidates in Merauke Regency so far. The phasing of recruitment and selection expressed by Dubois and Rothwell covers a) identifying the vacant position and how many staffs needed, b) seeking for information of position through position analysis, c) determining the right candidate source, d) choosing the best recruitment methods and e) selection and placement. These phases can be grouped into three parts namely planning, implementation, and evaluation. The research result regarding the

implementation of recruitment model of Catholic Religious Education teacher candidates in Merauke Regency is as follows:

## **4.2 Recruitment and Selection Process of Catholic Religious Education Teacher Candidates**

### **4.2.1 Preparation Phase**

Preparation phase includes analysis of schools needs on Catholic Religious Education teachers, determines the source of Catholic Religious Education teacher candidates and informs to the candidates. The interview result with R6, that is the headmaster of YPPK Junior High School (on February 15, 2019), and has run the task for six years (2013 till present) is that the preparation phase is done simply and special team for recruitment and selection should not be made. Usually, the headmaster discusses with the teachers regarding to the school need on Catholic Religious Education teachers. It also happens with the needs of other subject's teacher. The discussion of needs on Catholic Religious Education teachers is done for two reasons namely the first is the number of Catholic Religious Education teachers are less while the number of students is more, and the second is there is no Catholic Religious Education teachers in the school (the previous teacher is retired, moves, passed away, resigns, or fired for some reasons). It is in line with what is stated by Bracey & Molnar (2003) regarding to reason of having recruitment and selection. According to Cardoso, approximately there are seven reasons of an organization conducts staff recruitment, which are (1) The establishment of new organization, (2) The presence of expansion of organization activities, (3) The presence of new works and activities, (4) The movement of employees to other organization, (5) The presence of employees that resign, both respectfully and not respectfully, (6) The retired employees because of getting too old, and (7) The presence of an employee that passed away.

After discussion, the headmaster and the teachers determine the source to obtain Catholic Religious Education teacher candidates and how to spread the information. The source to obtain Catholic Religious Education teachers is Catholic Institute (STK) of Santo Yakobus Merauke, which prepares Catholic Religious Education teacher candidates and also STK alumni organization in which its secretariat is in STK Santo Yakobus Merauke, and other sources out of STK (the alumni of Pastoral Institute or Catholic Institute or Theology from any places).

The information spreading can be done openly through official letter, social media, headmaster direct meeting with the head of STK and alumni management, or the teachers that know Catholic Religious Education teacher candidates directly inform it to them. For the candidates who are not from STK of Santo Yakobus, the spread is through announcement in parish or broadcast in Indonesian Radio of Merauke. It is emphasized by informant R3, as the head of Catholic Religious Education and School Institute of Merauke (YPPK) Merauke (interview on February 16, 2019). According to R3, the headmasters who should be involved in planning because they are that understand their school needs on Catholic Religious Education teachers. The foundation gives the full authority to the headmaster to manage it. Informant R15, Catholic Religious Education teachers (interview on February 15, 2019), clarifies it by stating that he obtained the information regarding the need of Junior High School where he teaches on Catholic Religious Education teachers from the head of STK, because he is asked by the headmaster. Informant R16, Catholic Religious Education teachers (interview on February 17, 2019), state that he obtained the information to teach in the school from his aunt that is the teacher of Civic Education in the school. Informant R20, Catholic Religious Education teachers (interview on February 17, 2019), stated that he obtained the information regarding to the vacancy of Catholic Religious Education teachers from social media.

What is made in this preparation phase is in line with the research result done by Chatterjee (2007) on networking pattern of staff candidates to follow the recruitment and selection as the staffs in the companies in India. The research result is that the highest educational foundation, working foundation, internet, and newspaper become the sources of the most popular recruitment in India.

### **4.2.2 Implementation Phase**

The implementation phase of recruitment and selection cover the determination of recruitment method, application proposal, and document completion, candidate selection, work offer, and placement. The recruitment model chosen by the headmaster in doing recruitment is open method. Open recruitment method done in order to be able to obtain many new staff candidates. Since the number of Catholic Religious Education teacher candidates is less, then those who respond the information given by the school is also limited. Regarding to the application proposal and document completion, the interview result with the headmasters and the Catholic Religious Education teachers are divided into two groups namely group who submits the proposal first and the document completion as it is and teaching and the group who is demanded to teach first and submitting the proposal letter and other document completion.

The interview result shows that religion teacher that submits proposal and teaches is less than the teacher asked for teaching first by the headmaster and completing the documents needs. Informant R14,

Catholic Religious Education teacher (interview on February 15, 2019), states that after submitting the application to teach in the school, he was called by the headmaster next month to complete some important documents. A week after fulfilling the documents, he was directly asked to teach. It is similar to R18, Catholic Religious Education teachers (interview on February 19, 2019). After submitting application completed with needed documents and meeting the headmaster, he was directly asked by the headmaster to teach in the next weeks.

The urgency of school needs on Catholic Religious Education teachers make some headmasters not follow the regulation of recruitment as general. Informant R16, Catholic Religious Education teacher interview on February 17, 2019) states that after obtaining information from his aunt that is the teacher of Civic Education, he is directly faced with the headmaster. After discussing regarding teaching requirements which is it must be the graduate of Catholic High School in which he has fulfilled it, the informant is directly asked by the headmaster to teach in the next week. The application and the document completion are just submitted after a month of teaching. It is similar to what is expressed by R11, Catholic Religious Education teacher (interview on February 18, 2019). He was also asked to teach because the students at that time were really in need of Catholic Religious Education teachers.

Informant R10, the headmaster of YPPK Elementary School (interview on February 17, 2019) states that the application and the document completion are indeed important. However, because there is something urgent, which is the urgency of Catholic Religious Education teachers needs at schools because the previous teachers are fired, then the phase of submitting application and document completion are just done after those teach. The students' needs must be prioritized. Moreover, as a headmaster, he also has a moral belief that the teacher candidate recruited is able to teach Catholic Religious Education to the students.

The application letter is the main requirement that must be fulfilled by the candidates. In the application letter, the party that needs new staffs can know the specification or the competency that is owned, gender, age, life status, and the motivation why he submits the application. Besides application letter that becomes the important document that must be submitted is recent certificate, grade transcript, working experience letter, health letter, and other documents.

The phase of recruitment is not only collection the document needed, but there is something more important which is through document, it can detect the quality of the applicants that will be the staff candidates. It is also same as the recruitment of Catholic Religious Education teachers. Through document needed, it can obtain the qualified teachers. It is in line with the opinion of Gatewood & Field (2001) that recruitment becomes the process of taking a number of candidates to fill the position. The effective recruitment will give working chance and attention from the people in which their competency and skill meet the company demand and the job specification. The meaning of recruitment is to obtain applicants as many as possible so that the company has bigger opportunity to conduct selection on the employee candidates that are considered fulfilling the qualification standard as in line with the job demand.

It is similarly emphasized by Handoko (2008), that recruitment is a process of seeking and "engaging" the employee candidates (applicants) that are able to apply as employees. To obtain qualified employees, the company must be able to conduct good recruitment process. Katou & Budhwar (2007) see recruitment as a process that obtains a number of qualified applicants for a job in a company or an organization. It is in accordance with the opinion of Ahmad & Schroeder (2002) stating that recruitment is a process to obtain qualified employees in order to work in certain company or foundation.

The research result in *Eastern School of The Office Of Vocational Education Commission in Thailand*, Tungkunan et al., (2008) concludes that qualified school is influenced by factors like leadership, fact management, strategic plan, decentralization, continuous self-development, organization commitment, teamwork, service, and continuous improvement. This researcher does not involve the teachers or individual factors yet as the important part in improving a foundation. Thus, the recruitment of employees (teachers and staffs) with good and right method can be one of the most influential factors on the improvement of a school.

After all files and documents completion are fulfilled, the next step which is very determining is selection. According to Tzafrir (2006) the final goal of selection is to improve the accordance between employee, organization, team, and work requirement so that with the accordance, will make a better working environment. The selection process is different from one organization and other organization because it is influenced by perception, fairness, internal and external pressure. A guide of ideal selection process consists of some steps (Decenzo and Robbins, 1999), namely filling application form, initial check, working test, written test, comprehensive interview, background check or reference, health check, and job offer.

The interview result with the informants is that before teaching at school, they did not follow written test. There are some interviewed by headmaster, but it is not about motivation, commitment, and other aspects regarding to Catholic Religious Education teachers, but other aspects like discipline, school beginning time, teaching hours of Catholic Religious Education in the class and the compensation will be got in a month. Informant R15, Catholic Religious Education teachers (interview on February 19, 2019) states that he was not

given any written test and oral test regarding to the competency he has as a Catholic Religious Education teacher. He was not also interviewed about why he chose to be a Catholic Religious Education teacher and why he chose to teach in the Junior High School. To the informant, the headmaster only delivered the regulation that must be obeyed in the school, the school beginning time, the students that will be taught, the teaching schedule of Catholic in a week and the salary will be got in a month.

It is also confirmed by informant R6, the headmaster of the junior high school (interview on 15 February 2019). He said that the competency test of Catholic Religious Education teacher was not given, as well as interviews, because he had a moral belief that the teachers he needed had adequate competencies to teach students at school. Whatever the reason, a written test followed by an interview is still needed to know the abilities and feasibility of the Catholic religious teacher candidates, which will affect the students that they teach. It is possible to modify the test in selection according to the needs and situation, but it cannot just be eliminated.

Selection is a very vital phase because through the selection, there will be the following important things as stated by Simamora (2004) in the selection of company employees namely: (1) to get employees who are honest and have good morality, (2) get employees who have willingness and competency (3) get employees who have a sense of ownership of the company, (4) get loyal and high integrity employees, (5) get employees who have innovation and motivation, (6) get disciplined and honest employees, (7) get employees who are in accordance with the tasks and expertise needed, (8) get skilled employees, (9) get creative and dynamic employees, (10) to reduce employee turnover, (11) get employees who are in accordance with the organizational culture, (12) get employees who can work together, (13) get employees who are easy to develop in the future, and (14) to get employees who are experienced. If the selection is overtaken, the expectations described above will not be maximally obtained.

Those who are tested in the selection (written or not practiced) are competencies that are the demands that must be fulfilled by a Catholic Religious Education teacher including pedagogic competency, professional competency, social competency and personality competency (Law of the Republic of Indonesia, number 14 of 2005).

Abel (2008) in his study concluded that competency is an individual's skills and abilities that contain images of motivation, self-concept, values, knowledge or expertise that are usually demonstrated by individuals who perform well. Competencies possessed by a teacher are influenced by many factors. Besides, Lindner et al., (2001) sees competency as a combination of three factors, namely knowledge, managerial abilities, and personal characteristics. Furthermore, Lee et al., (2012) in his research confirmed that the three factors of competency as described by Lindner were further divided into three dimensions, namely the dimension of individual competency, the dimension of job competency, and the dimension of organizational competency.

The professional competency of Catholic Religious Education teachers is a must in realizing schools based on knowledge, which are knowledge and understanding of learning, curriculum, and human development including learning styles. In general, schools that have Catholic Religious Education teachers with professional competency will apply "learning by doing" to replace the teaching method in which Catholic Religious Education teachers only speak and learners only listen. Catholic Religious Education teachers must have extensive knowledge of the subject that will be taught as well as mastery of methodology in the sense of having theoretical concepts and being able to choose methods in the teaching and learning process.

Personal competency (personality) means that attitudes and personality that must be possessed and demonstrated by every Catholic Religious Education teachers so that they are able to become a source of intensification for the subject, namely students. In this case, the Catholic Religious Education teachers must have an exemplary personality and be able to perform leadership. Social Competency means that Catholic Religious Education teachers must be able to demonstrate expertise in interacting, both with students and with fellow teachers, principals and the wider community. Besides, pedagogic competency means that Catholic Religious Education teachers must have the ability to understand students, design and implement learning, conduct learning evaluations and develop students' abilities so that they can actualize their various potentials in relation to Catholic religious teachings.

Besides the four basic competencies regulated by law, Catholic Religious Education teachers are required to have spiritual competency (The Code of Canon Law 1983). Spiritual competency enables Catholic Religious Education teachers to be seen and recognized as superior people in a spiritual life built in an intensive relationship with God. They are seen as spiritual teachers who have the ability to guide and to assist students so they can meet God. Consequently, the words and gestures of Catholic Religious Education teachers become a spiritual model for their students.

The basis of spiritual competency is spiritual intelligence. Spiritual intelligence which is more often referred to as Spiritual Intelligence is needed so that individuals can choose or take sides in the virtues at work. Spiritual intelligence is a concept that deals with how a person is "intelligent" in managing and utilizing the meanings, values, and quality of his spiritual life. Vaughan (2002) states that spiritual intelligence is a series of

adaptive mental capacities based on non-material and transcendent aspects of reality, especially those related to the origin of someone's existence, personal, transcendent, and elevated levels of consciousness. George (2006) state that spiritual intelligence is believed to be intelligence that is able to function as intellectual intelligence and emotional intelligence effectively. Thus, spiritual intelligence is the highest intelligence. Spiritual intelligence consists of several aspects, namely the ability to be flexible, a high level of self-awareness, the ability to deal with and use suffering, the ability to face and surpass fear, a quality of life inspired by vision and values, a reluctance to cause harm that should not need to think holistically, the tendency to ask questions, and to become an independent person.

Emmons(2000) reveals that spiritual intelligence is more than a concept that relates to how a person is intelligent in managing and utilizing the meanings, values, and qualities of his spiritual life. Spiritual life here includes the desire for meaningful life (the will to meaning) that motivates human life to always seek the meaning of life (the meaning of life) and expects for meaningful life. Spiritual intelligence is intelligence that distinguishes the meaningfulness of an action or way of life from another person. According to Aziz & Mangestuti (2006), spiritual intelligence is a form of intelligence in understanding the meaning of life which is characterized by the existence of internal and external abilities.

Catholic Religious Education teachers, who have good spiritual intelligence, will always be able to be honest, straight, and fair in the teaching and learning process also in their social life outside of school. Catholic Religious Education teachers need to be aware of integrality life values not only on material but also spiritual matters.

The results of observations, conducted by the researcher (on 1 February 2019) in one of YPPK elementary schools, when Catholic Religious Education teachers were teaching in class V, were that the Catholic Religious Education teachers did not have adequate pedagogic, professional and spiritual competencies. It is indicated by his rigid teaching style. He just sat in the teacher's chair and explained the theme of the sacrament without realizing whether the children understood or not. The classroom atmosphere is not conducive (there are children who make noise while disturbing friends, some are busy doing other things in their seats, some even sleep). In order to avoid the non-conducive classroom atmosphere, Catholic Religious Education teachers asked the children to take notes without further explaining what they wrote. When the lesson ends, the Catholic Religious Education teacher leads the prayer. His attitude and method of prayer do not reflect himself as a person who has respect for the believer and the formulation of his words is confusing. Prayers were sung when several children were still noisy. After praying, the teacher immediately left the classroom to the teacher's room.

Catholic Religious Education teacher who teaches in their schools do not have adequate competency. He did not know how to teach well to children. Sometimes, children prefer to be outside the classroom when Catholic Religious Education teachers teach, or ask homeroom permission for some reasons.

The results of the whole interview confirmed that the selection of Catholic Religious Education teachers was not carried out by school headmaster before accepting them to teach at school. This fact is one of the reasons why the expectation of getting qualified religious teachers should exist because having adequate competency cannot be achieved. This is exactly contrary to the opinion of Guarino (2006) which confirms that selection is a step that must be taken as soon as possible after recruitment. The availability of qualified employees, who are in accordance with the needs of the organization and the accuracy in placing someone in a certain position in an organization, is largely determined by the selection function. If this function is not implemented properly, then it will naturally have a fatal impact on achieving organizational goals.

The research conducted by Betty Sentamu et al., (2014) concluded that effective learning and quality graduates need teachers who have a combination of pedagogical skills and good scientific understanding. It can only be obtained if the selection of teaching staff is conducted effectively before they begin teaching. The research conducted by Shum et. al., (2009) on the development of professionalism of Mathematics teachers in South Africa shows that teachers who have adequate competencies become more confident, have a growing professionalism, are willing to spend a lot of time in assignments and use various approaches in learning.

Especially for pedagogic competencies, which are a necessity to be owned and developed by a teacher, Suci and Mata research (2011) can be used as a reference. The results of the research provide a holistic representation of pedagogical skills related to the current approach in the field of professional competency for teaching careers. The results of this study state that pedagogical competencies can be found concretely with other subcategories, such as communication and relationships of all competencies or class management. Through a holistic approach, we can distinguish between general pedagogical competencies, such as methodologies and assessment of specific competencies and skills that are in line with other categories, such as information technology, class management, and career management. In turn, each type of teacher competency can be observed with a certain set of expected teacher behaviors. Furthermore, in the research, Andreia stated that pedagogical competency is very closely related to competency in communication or classroom management.



The research conducted by Jung (2005) concluded that teaching has become one of the challenging professions in our society today, where knowledge and technology are developing rapidly and require teachers to be able to use these technologies in learning. Consequently, each teacher is required to have competency in using modern learning media.

Huntly (2008) has conducted a research on beginner teachers (junior teachers) to find out the level of competency they have, by paying attention on the length of work (length of time they teach). The results of the study show that beginner-level teachers generally have competency in a number of ways and are strongly influenced by educational backgrounds, a lot of experience in the field, and a lot of problems encountered. Based on the results of the study, Huntly proposed an alternative approach to improve the competency of the beginner level teachers with a process called "appraisal process". This approach or alternative must be conducted continuously by the principal at the end of each school year. In fact, this method can be used as an indicator to assess the commitment to improve the competency of these novice teachers. For teachers who do not have low commitment, they will be dismissed as teachers by giving one-time salary as a tribute. Furthermore, Huntly stated that in the competency assessment process, the teachers were asked to make a report on self-evaluation, especially concerning the success of the problems found while performing their duties as teachers. The evaluation report on the problems encountered will get problem solving recommendations from professional staff from the designated tertiary foundation.

A Catholic Religious Education teacher candidate is considered having adequate competency and can show it, with the hope that it will be accounted for after he has been assigned, is at the time of selection, both written and practical tests and interviews. If this is ignored or eliminated, the party making the selection will not get a picture, which is at least sufficient, regarding the competency of the Catholic Religious Education teacher candidates.

After the selection phase, the next process is job offer and placements. What is made in this section is making a work agreement, introducing the rules at work, the placement decision letter and working start period. The results of the interview indicate that this phase has been made by the headmaster when interviewing. The placement of Catholic Religious Education teacher candidates is all clear, because it is directly handled by each school headmaster for his school. Informant R9, the headmaster of the YPPK High School (interview on 21 February 2019) urged that the recruitment of Catholic Religious Education teachers was done by each school independently. When the school needs a Catholic Religious Education teacher, then as the headmaster he immediately looked for the intended teacher. After being able and asked to complete the application letter and the required documents, he is immediately asked to teach. The conclusion is that job offer and placements are combined with recruitment, because explicit selection is not actually conducted by school headmasters. The same was stated by informant R13, Catholic Religious Education teachers (interview on February 19, 2019), that after submitting an application and being accepted, he was immediately asked to teach.

#### **4.2.3 Evaluation Phase**

What are done at this phase is an evaluation of the overall recruitment and selection activities, as well as the presence of Catholic Religious Education teachers at schools for the initial period (three to six months). Evaluation of the recruitment and selection process is done by those who perform the process (headmaster or foundation), while evaluation of teacher performance is usually conducted by Church authorities (who actually have the authority to teach, as the Church Magisterium) and headmasters in the form of supervision.

The results of interviews with R4 informant, YPPK secretary (on February 15, 2019) are that teachers who have passed the selection and are placed in foundation schools, are evaluated their performance for the first three to six months to get a placement decision letter as the definitive Catholic Religious Education teachers. What was stated by the secretary of the foundation, in fact, has not yet been implemented. The interview with informant R6, head of YPPK Junior High School (on 15 February 2019) was that the evaluation of the recruitment and selection and performance of the Catholic Religious Education teachers at the beginning of his tenure was never done. It is because the headmaster himself handles the whole process of recruiting Catholic Religious Education teachers. In addition, Catholic Religious Education teachers were immediately placed in the school with the assignment decision letter from the headmaster and involved in teaching and learning activities. Even if there, it is usually conducted by the foundation ahead of Christmas and Easter in the form of spiritual deepening (in preparation for entering the Christmas and Easter holidays).

The interview with R11 informant, Catholic Religious Education teacher (on February 18, 2019) is that since becoming a Catholic Religious Education teachers in 2014, there has never been a special evaluation and coaching by the foundation or by the diocese who is the owner of the school. Even if it is there, it is usually before Christmas and post-holiday in the form of recollection (spiritual formation).

### **4.3 Selection Material**

Selection material, which is given in writing or practice, is a competency that must be possessed by Catholic Religious Education teacher candidates, consisting of pedagogic, professional, social, personal and spiritual competencies, as stipulated in the Law concerning teachers and lecturers Number 14 of 2005 and The Code of Canon Law 1983. The interviews with Catholic Religious Education teachers revealed that they had never been tested regarding the five competencies that were required by Catholic Religious Education teachers. Informant R16, the Catholic Religious Education teachers in Vocational High School (interview on 17 February 2019), stated that there were no written or unwritten tests before teaching as a Catholic Religious Education teachers to now. The headmaster only gives instructions on what should be done as a teacher in the school (discipline and compensation). Material related to the teacher's ability to teach as well as knowledge about Catholicism is not mentioned at all. The knowledge and practical experience of teaching that was held while still in college was the provision. This statement was justified by informant R9, the headmaster of the YPPK High School (interview on 21 February 2019), that indeed there were no written or oral tests regarding the competency of the Catholic Religious Education teacher candidates. It is motivated by the belief that the Catholic Religious Education teacher candidates, who have been trained for several years in college, must have sufficient competency to teach Catholic Religious Education to students.

This reality is one of the reasons why after several years of work, there are still some Catholic Religious Education teachers who do not have adequate competency. Assuming that automatic Catholic Religious Education teacher candidates have adequate competency must be eliminated. The results of interviews with R8 informant, the headmaster of Junior High School (interview on 18 February 2019) were that there were difficulties for Catholic Religious Education teachers in their schools to become examples for other students and teachers, creative and innovative in teaching, as well as good discipline in speech, discipline time, or dress. Competency as a Catholic Religious Education teacher is not easy to realize optimally. Continuous development needs to be done.

What has been regulated by law is explained further by experts by reviewing each of these competencies. Pedagogic competency which is the ability of Catholic Religious Education teachers in managing student learning, according to Mulyasa (2007) at least includes several things, such as a) understanding of insights and foundation of education, b) understanding of students, c) developing curriculum / syllabus, d) learning design, e) implementation of learning that is educational and dialogical, f) utilization of learning technology, g) evaluation of learning outcomes, and h) development of students to actualize the various potentials they have.

Professional competency contains mastery of learning material widely and deeply which includes mastery of subject matter curriculum, mastery of the structure and methodology of its knowledge. Social competency is the ability of Catholic Religious Education teachers to communicate and interact effectively with students, fellow teachers, education staff, parents / guards of students and the surrounding community. Personality competency is a professional ability that reflects a stable, mature, wise and authoritative personality, an example for students and noble students.

Spiritual competency enables Catholic Religious Education teachers to be seen and recognized as a superior person in a spiritual life built in an intensive relationship with God. He is seen, admired and respected as a spiritual teacher who has the ability to guide and assist students so they can meet God. Consequently, the words and gestures of Catholic Religious Education teachers become a spiritual model and can even inspire students.

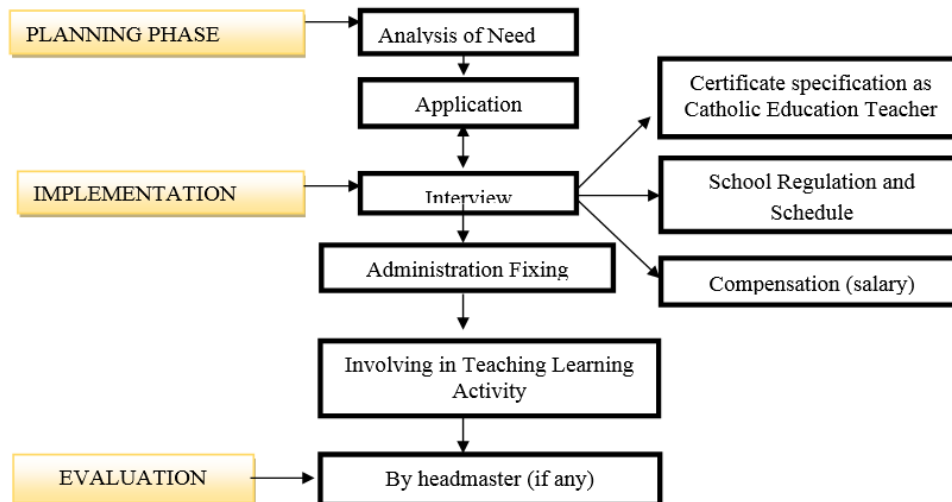
This very important thing is not done by the authorities before accepting Catholic Religious Education teachers to work in their respective schools. As a result, some Catholic Religious Education teachers were unable to demonstrate their competency adequately, as complained by several school headmasters. The results of interviews with R7 informant, the head of YPPK Elementary School (on February 19, 2019) were that Catholic Religious Education teachers in their schools really did not have sufficient competency as Catholic Religious Education teachers. It is indicated by his inability to teach, guide and train children to pray, teach ecclesiastical songs to children and exemplify the teachers and education staff.

### **4.5 The Involved Parties**

The parties involved in the recruitment and selection of Catholic Religious Education teachers are the recruitment and selection teams formed by the school or by the foundation and prospective Catholic Religious Education teachers themselves. Because there is no recruitment and selection team, the headmaster who is directly involved in the recruitment of Catholic Religious Education teacher candidates. Interview with informant 8, head of YPPK Junior High School (January 16, 2019), it is known that all recruitment processes are handled only by the headmaster. It is to reduce costs to a minimum and to avoid collusion and nepotism. In addition, usually one Catholic Religious Education applicant who submits an application is only one person. If you form a team to be involved in recruitment and selection, it will waste a lot of energy, time and money, while

only one person will be recruited and selected. The R6 informant, the junior high school headmaster (interviewed on February 15, 2019), also stated the same thing to save time and recruitment and selection personnel enough to involve the headmaster. Other teachers may be involved if needed. For example, from the curriculum section, it is usually involved because with teaching schedules and some things that must be fulfilled by Catholic Religious Education teachers before teaching (making syllabus and Teaching Standard and submitting to the curriculum section).

The results of the study and discussion of the recruitment and selection model of Catholic Religious Education teacher candidates applied so far in Merauke Regency can be described as follows:



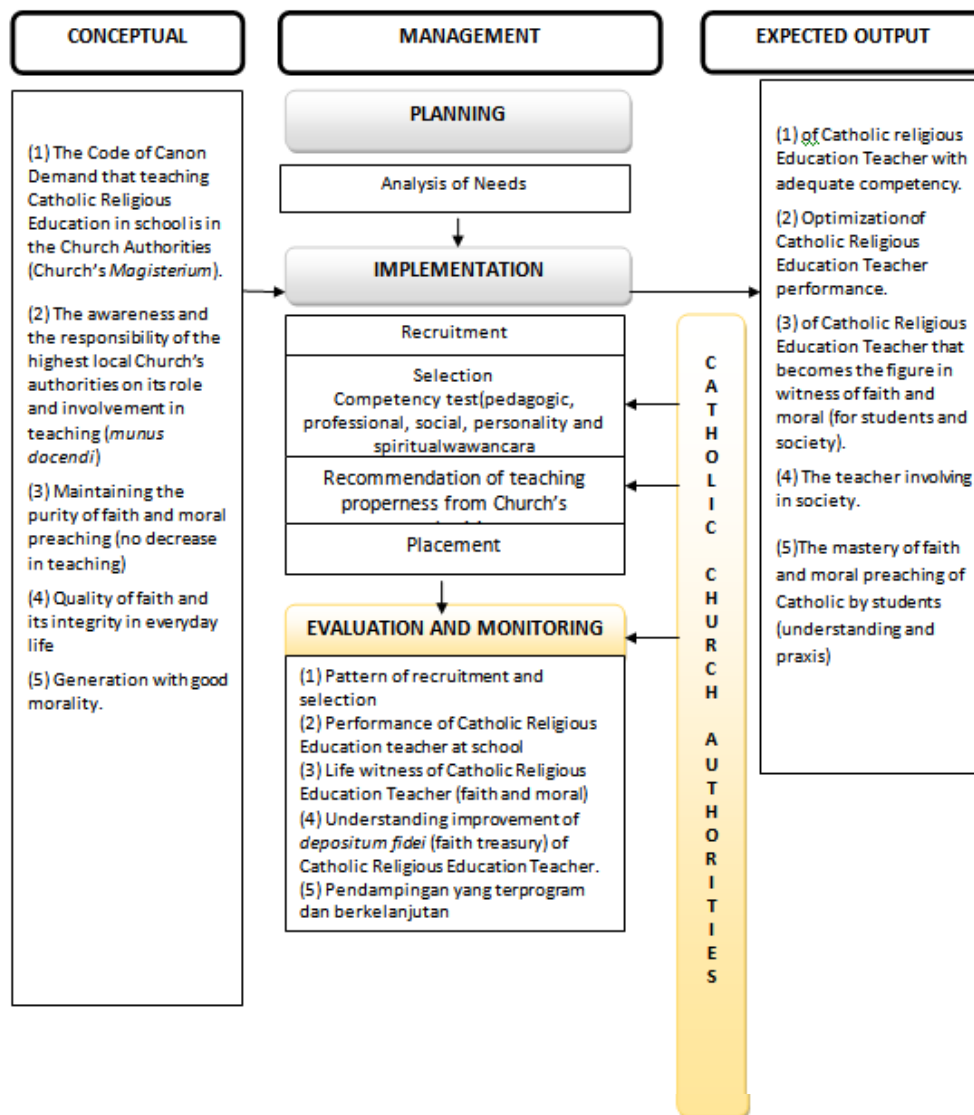
**Figure 1:** Phasing flow of recruitment and selection of Catholic Religious Education teachers

**4.6 Recruitment and Selection Model of Catholic Religious Education Teacher Candidate based on the Code of Canon Law 1983 (KHK 1983)**

- a. Based on the results of the study, regarding the Catholic Religious Education teachers’ recruitment and selection model so far, which leaves problems in the field, as the results of the research described above, many Catholic Religious Education teachers do not have adequate competency, a model is needed that becomes the specialty of The Catholic Church in recruiting and selecting Catholic Religious Education teacher candidates, namely those based on the Code of Canon Law 1983. This model is expected to be able to answer and overcome various problems that occur in the field regarding Catholic Religious Education teachers and can network qualified Catholic Religious Education teacher candidates.
- b. The general description of the model is the recruitment and training of Catholic Religious Education teachers based on the Code of Canon Law 1983 are as follows:
- c. Planning phase. What is made at this phase is an analysis of the needs of Catholic Religious Education teachers by schools. Parties responsible for this are school administrators (foundations or headmasters). The method for analyzing the needs of schools for Catholic Religious Education teachers is the authority of school administrators; whether school organizers are directly involved in analyzing school needs for the presence of Catholic Religious Education teachers or forming a special committee.
- d. Implementation phase. There are two important things that will be made at the implementation phase, namely recruitment and selection activities. Recruitment activities with grooves and all phases are handled directly by school organizers or special committees established. Selection activities are handled jointly by school organizers or special committees and Church authorities. This is precisely different from what has been applied so far, where the authority of the Church has never been involved. If the results of the test and interview are good, and are supported by moral beliefs from the authority of the Church, then recommendations regarding teaching eligibility for prospective Catholic Religious Education teachers will be issued by Church authorities. Without recommendations from Church authorities, Catholic Religious Education teacher candidates who have attended recruitment and selection and have passed, do not have the right to teach in schools, even though their attendance is very much needed by the school (because there are no Catholic Religious Education teachers). School administrators (heads of foundations or headmasters) do not have the authority to issue recommendations regarding the feasibility of teaching Catholic Religious Education to prospective teachers. This is because the Church's magisterium, that is, the authority to teach faith and moral is at the authority of the Church, as stipulated in the Canon norm 753 The bishop or in particular councils, are authentic teachers and instructors of the faith of the believers who are entrusted to their mutual funds, even though they do not have misguidance in teaching; Christian believers must adhere

- to the authentic Magisterium of their bishops with an attitude of religious obedience." The presence of Catholic Religious Education teachers in schools, even though they are not compensated by the authority of the Church, is actually a mission task entrusted by the Church. After the Church authority issues a recommendation regarding teaching eligibility, the Catholic Religious Education teacher candidate will be placed in the school according to the needs and requests of the headmaster or foundation.
- e. Evaluation and monitoring phase. The evaluation and monitoring phase consists of two levels, namely the short term and the long term. Short-term evaluation is the application of the pattern of recruitment and selection of Catholic Religious Education teacher candidates that have been conducted. The parties involved in this evaluation are the Church authorities, school organizers and special committees if any. Long-term evaluation is intended for Catholic Religious Education teachers after serving in schools. In monitoring and evaluation, Catholic Religious Education teachers are assisted to improve their competency, motivation, commitment, performance and enthusiasm both in the midst of students and in the community. In addition, the Catholic Religious Education teachers will be accompanied spiritually, programmatically, so that their dedication does not experience slack, and Catholic religious instruction given to students is an interesting and useful lesson.
  - f. Output. If the Catholic Religious Education teachers recruitment and selection model based on the Code of Canon Law 1983 is followed properly, then Catholic Religious Education teachers will be provided with adequate competency, which will impact on performance, testimony of life and the quality of faith and Christian morality of the students.

What is described above can be summarized in the form of the model as in the figure below:



**Figure 2:** Model of recruitment and selection of Catholic Religious Education teacher candidate based on the Code of Canon Law 1983

## V. Conclusion

The pattern of recruitment of prospective Catholic Religious Education teachers in Merauke regency has not been well implemented in accordance with the provisions of Human Resource management. The headmaster is as a party who has a very role in modifying the pattern of recruitment and selection of Catholic Religious Education teacher candidates according to their needs and circumstances. Some even do not apply it at all. The result is the presence of several Catholic Religious Education teachers with inadequate competency in several schools, both foundations and public schools.

The cause of the fact that the pattern of recruitment and selection of Catholic Religious Education teacher candidates is not applied properly is: lack of human resources who really understand recruitment and selection management, the urgency of school needs for the presence of Catholic Religious Education teachers, the number of Catholic Religious Education teacher candidates who attend recruitment and selection is very limited, and the lack of understanding of the principal will involve the authority of the Church as responsible for the truth and purity of the teachings of faith and morals that will be undertaken by Catholic Religious Education teachers in their teaching assignments.

The solution to the problem is that the right Catholic Religious Education teachers' recruitment and selection model needs to be applied, as stipulated in the Code of Canon Law 1983. The novelty emphasized by this model is first, the involvement of Church authorities in the selection and recommendations for teaching eligibility to prospective Catholic Religious Education teachers. Secondly, the competency of Catholic Religious Education teachers consisting of five (pedagogic, professional, social, personality and spiritual), became the main focus in the selection, to obtain qualified Catholic Religious Education teachers.

## VI. Suggestion

For headmaster and administrators of the foundation; the headmasters and foundation administrators need to learn and understand well the management of recruitment and selection of new teacher candidates who will work in the school they lead. An understanding of HR management, especially regarding recruitment and selection, will help them to correctly apply the model of recruitment and selection of Catholic Religious Education teacher candidates who are very specific.

For local Church authorities; it needs to be aware of the authority and responsibility in recruiting and selecting Catholic Religious Education teacher candidates. In addition, it is necessary to coordinate with school principals who need new Catholic Religious Education teachers staff, so that the actual model can be applied, namely the Code of Canon Law 1983 in recruiting and selecting Catholic Religious Education teacher candidates. To facilitate the authority of the Church, it is necessary to form a special team, which has expertise in the field of education and theology that will assist school principals in recruiting and selecting Catholic Religious Education teacher candidates, so that schools receive highly qualified Catholic Religious Education teachers.

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